

Unit Title: The Progressive Movement (1890-1919) & WWI (1914-1920)

Unit Focus: Suffrage during the Progressive Movement & WWI

Lesson Title: The Politics of Protest during the 20th Century Suffrage Movement

Lesson Focus: The National Woman's Party Call for Suffrage during the Wilson Years

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Grade Level/Course: 11/U.S. History

Time Allotment: Two 50-Minute Periods

I. Lesson Summary:

Conventional understanding of the Women's Suffrage Movement, as gained through U.S. History curriculum, resides in nineteenth century historical figures such as Elizabeth Cady Stanton, Lucretia Mott and Susan B. Anthony, and events such as the Seneca Falls Convention (1848). Little understanding of the individuals, events and struggles of the twentieth century Women's Suffrage Movement, which ultimately led to the passage of the Nineteenth Amendment, exists. By examining photography that captured the individuals, events and tactics of the National Woman's Party (N.W.P.), this lesson attempts to inform this understanding.

II. Materials Needed:

1. The Politics of Protest during the 20th Century Suffrage Movement: Big Picture Statements "Raise Your Hand" or "Stepping Out" Activity (**Hook**) (See below).
2. "American Memory – Photographs from the Records of the National Woman's Party," The Library of Congress – Hand-outs (See attached).
3. Analyzing Historical Photography through Document Based Questions (**Line**) – Hand-out (See attached).
4. The Politics of Protest during the 20th Century Suffrage Movement: The National Woman's Party "Jigsaw" Activity (See below).
5. The Politics of Protest during the 20th Century Suffrage Big Picture Questions and N.W.P. "Discussion Web" Activity (**Sinker**) (See below).
6. The Politics of Protest during the 20th Century Suffrage Movement: Building Vocabulary (**Pretest**) – Hand-out (See attached).
7. The Politics of Protest during the 20th Century Suffrage Movement: Making Connections (**Posttest**) – Hand-out (See attached).
8. **OPTIONAL:** The Politics of Protest during the 20th Century Suffrage Movement: Political Cartoon Extension Activity (**Gifted and Talented**) – Hand-out (See attached).

III. Documents Used:

1. "American Memory – Photographs from the Records of the National Woman's Party," The Library of Congress," Library of Congress (See attached).

IV. Strategies Used:

1. Big Picture Statements "Raise Your Hand" or "Stepping Out" Activity (**Hook**).

2. Analyzing Historical Photography through Document Based Questions (**Line**).
3. The National Woman's Party "Jigsaw" Activity (**Line**).
4. Big Picture Questions and N.W.P. "Discussion Web" Activity (**Sinker**).
5. Building Vocabulary (**Pretest**).
6. Making Connections (**Posttest**).
7. **OPTIONAL**: Political Cartoon Activity Extension (**Gifted and Talented**).

~ What do you want students to know and be able to do?

I. Enduring Understandings:

- ~ Political differences may lead to conflict, and in turn conflict often causes change.
- ~ Individuals in a democracy should be able to make decisions affecting how communities develop and change.
- ~ The strength of a democracy is dependent upon public deliberation and having a voice in governmental decision-making processes.
- ~ Laws in a democracy should be intended to establish order, provide security and manage conflict in the community.
- ~ Historical events, as well as significant and/or ordinary individuals influence the future.

II. Essential Questions:

- ~ How do political differences lead to conflict, and in turn, how does conflict cause change?
- ~ Should individuals in a democracy be able to make decisions affecting how communities develop and change? Why or why not?
- ~ Is the strength of a democracy dependent upon public deliberation and having a voice in governmental decision-making processes? Why or why not?
- ~ Are laws in democracies intended to establish order, provide security and manage communal conflict? Why or why not?
- ~ How do historical events, as well as significant and/or ordinary individuals influence the future?

III. Concepts:

- | | | |
|-----------------|---------------------------|--------------|
| ~ Conflict | ~ Citizenship | ~ Equality |
| ~ Social change | ~ Consent of the governed | ~ Oppression |
| ~ Democracy | ~ Deliberation | |

IV. Academic Language

Language of Instruction:

- ~ Conflict
- ~ Change
- ~ Democracy
- ~ Citizenship
- ~ Consent of the governed
- ~ Oppression
- ~ Equality
- ~ Retrograde
- ~ Analyze
- ~ Interpret
- ~ Tone
- ~ Emotion
- ~ Cause
- ~ Effect

Vocabulary:

- ~ Deliberation
- ~ 1st, 14th & 19th Amendments
- ~ Ratification
- ~ Progressive
- ~ Suffrage
- ~ Suffragist & Suffragette
- ~ Petition
- ~ Delegation
- ~ Envoy
- ~ Picketing
- ~ Hunger Strike
- ~ Alice Paul
- ~ National Woman's Party (N.W.P.)
- ~ WWI
- ~ Wartime president (Wilson)
- ~ Kaiser

I. Texas Essential Knowledge and Skills/Student Expectations (TEKS/SE's):

§1113.32. United States History Studies Since Reconstruction (One Credit).

(c) Knowledge and skills.

(5) History. The student understands significant individuals, events, and issues of the 1920s. The student is expected to:

(A) analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women.

(7) History. The student understands the impact of the American civil rights movement. The student is expected to:

(A) trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, 15th amendments.

(17) Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:

(B) analyze reasons for the adoption of 20th-century constitutional amendments.

(18) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, court decisions, and amendments to the U.S. Constitution.

(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments.

(C) explain how participation in the democratic process reflects our national identity.

(21) Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to:

(D) identify the political, social, and economic contributions of women to American society.

(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly.

(B) use standard grammar, spelling, sentence structure, and punctuation.

II. Objectives:

- ~ Students will have a basic understanding of how political differences may lead to conflict, and in turn how conflict often causes change.
- ~ Students will have a basic understanding of how individuals in a democracy, should be able to make decisions affecting community development and change.
- ~ Students will have a basic understanding of why the strength of a democracy is dependent upon public deliberation and having a voice in governmental decision-making processes.
- ~ Students will have a basic understanding of why laws in a democracy should be intended to establish order, provide security and manage communal conflict.
- ~ Students will have a basic understanding of how historical events, as well as significant and/or ordinary individuals influence the future.

~ How will you know students have learned what they need? What evidence will you accept?

I. Evaluation

Formative Assessment:

1. The Politics of Protest during the 20th Century Suffrage Movement: Building Vocabulary (**Pretest**) – Hand-out (See attached).
2. The Politics of Protest during the 20th Century Suffrage Movement: Big Picture Statements “Raise Your Hand” or “Stepping Out” Activity (**Hook**).
3. Analyzing Historical Photography through Document Based Questions (**Line**) – Hand-out (See attached).
4. The Politics of Protest during the 20th Century Suffrage Movement: The National Woman’s Party “Jigsaw” Activity (**Line**) (See below).
5. The Politics of Protest during the 20th Century Suffrage Big Picture Questions and N.W.P. “Discussion Web” Activity (**Sinker**).

Summative Assessment:

1. The Politics of Protest during the 20th Century Suffrage Movement: Making Connections (**Posttest**) – Hand-out (See attached).
2. **OPTIONAL:** The Politics of Protest during the 20th Century Suffrage Movement: Political Cartoon Extension Activity (**Gifted and Talented**) – Hand-out (See attached).

II. Background Information:

At the point at which this lesson will be taught, students should have learned about the First and Fourteenth Amendments in relation to the expansion of citizen rights through the legal process, and in juxtaposition to major nineteenth century reform movements. Some of these movements include, but are not limited to the following: religious, transcendentalist, temperance, prison, educational, abolitionist and women’s movements. Regarding the women’s movement, students should have learned about the differing and/or prevailing views on female participation in the public and private spheres. Students should have learned about the Seneca Falls Convention (N.Y.), when Elizabeth Cady Stanton and Lucretia Mott issued the *Declaration of Sentiments and Resolutions* (1848), officially beginning the Women’s Suffrage Movement. Students also should have learned about the efforts of Stanton and Susan B. Anthony to organize the National Woman’s Suffrage Association (N.W.S.A.) (1869), which advocated federal female suffrage, and that Anthony, along with twelve other women, was arrested and convicted (but released) for casting votes in the 1872 presidential election.

Student understanding of nineteenth century reform, and specifically the Women’s Suffrage Movement, will have prepared them for material covered on the Progressive Movement and the public’s interaction with a wartime government, as seen during WWI. Dependent upon when the teacher elects to teach this lesson, additionally students should have learned about the conflict within the Women’s Suffrage Movement as seen between N.W.S.A., and the American Woman Suffrage Association (A.W.S.A.), led by Lucy Stone and Julia Ward Howe, which advocated state by state suffrage. Students should have learned that the two organizations merged in 1890, becoming the National American Woman Suffrage Association (N.A.W.S.A.). Finally, students should have learned about the schism that took place when Alice Paul and Lucy Burns, leaders of N.A.W.S.A.’s Congressional Committee, broke away from N.A.W.S.A. and founded the

Congressional Union for Woman Suffrage (C.U.) (1913), precursor to the National Woman's Party (N.W.P.) (1916). This lesson, therefore, provides materials for teaching the protest strategies of the N.W.P., prior to and during WWI, as well as the subsequent passage of the Nineteenth Amendment.

~ What activities will you choose to engage students in the learning and ensure they learn what they need?

Anticipatory Set (Hook – attention getter, preliminary activity):

1. Teacher will lead students in, The Politics of Protest during the 20th Century Suffrage Movement: Big Picture Statements – “Raise Your Hand” or “Stepping Out” Activity.
2. Dependent upon classroom space, teacher either will have students participate in the “Raise Your Hand” or “Stepping Out” Activity:

A. “Raise Your Hand” Activity:

- a. Students remain seated.
- b. Students **do not respond** to the teacher verbally, but should be informed to monitor other student reaction.
- c. Students **respond** to teacher prompted statements (see below) by either not raising their hand if they **disagree**, raising one hand if they **agree**, or raising two hands if they **strongly agree**.

B. “Stepping Out” Activity:

- a. Students get in a straight line.
- b. Students **do not respond** to the teacher verbally, but should be informed to monitor other student reaction.
- c. Students **respond** to teacher prompted statements (see below) by either remaining in the line if they **disagree**, taking one step if they **agree**, or taking two steps if they **strongly agree**.

3. The Politics of Protest during the 20th Century Suffrage Movement: Big Picture Statements (Statements for “Raise Your Hand” or “Stepping Out” Activity) –

- A. Political differences lead to conflict.
- B. Conflict causes change.
- C. Individuals in a democracy should be able to make decisions affecting how communities develop and change.
- D. The strength of a democracy is dependent upon public deliberation.
- E. The strength of a democracy is dependent upon having a voice in governmental decision-making processes.
- F. Laws in democracies are intended to establish order, provide security and manage communal conflict.
- G. Historical events influence the future.
- H. Significant and/or ordinary individuals influence the future.
- I. All individuals are entitled to First Amendment protections.
- J. All individuals are entitled to Fourteenth Amendment protections.
- K. Individuals should be able to protest their government and president during wartime.
- L. All individuals should have the right to vote.
- M. American women are equal to American men.
- N. The passage of the Nineteenth Amendment was historically significant in the United States.
- O. It is crucial that all citizens in a democracy vote today.

4. At the conclusion of this activity, students will write a brief journal entry regarding their thoughts, ideas etc. about the activity and their classmates' reactions to the statements; inform students that they will use this information later.

B. Information Gathering (Line – includes input, modeling, check for understanding, guided practice/monitoring):

1. Teacher will need the “American Memory – Photographs from the Records of the National Woman's Party,” The Library of Congress – Hand-outs (See below) and Analyzing Historical Photography through Document Based Questions – Hand-out (See below).
2. Using these documents students will participate in, The Politics of Protest during the 20th Century Suffrage Movement: The National Woman's Party “Jigsaw” Activity.

A. The National Woman's Party “Jigsaw” Activity:

- a. Students will get into groups based on the provided photograph categories.
- b. Each group will have five students (number of groups will depend on class size).
- c. Using the Document Based Question Hand-out (See below), each student, in their respective group, will analyze one photograph (numbers with multiple photographs – i.e. 2a. & 2b. should be given to the same student).
- d. (**Note to Teacher** – Students do not have photograph information and/or citations; they are to be passed out to each group upon completion of analysis to allow for student formulation of ideas).
- e. Once each student in the group has analyzed their photograph, they will report their findings to their group.
- f. Once all individual groups have conversed, the groups must be reassigned so that each group will have all five photograph categories represented.
- g. Facilitated by the teacher, students will offer their findings to their new group and/or class.

**“American Memory – Photographs from the Records of the National Woman's Party,”
The Library of Congress**

I. Pageants, Parades and Picketing

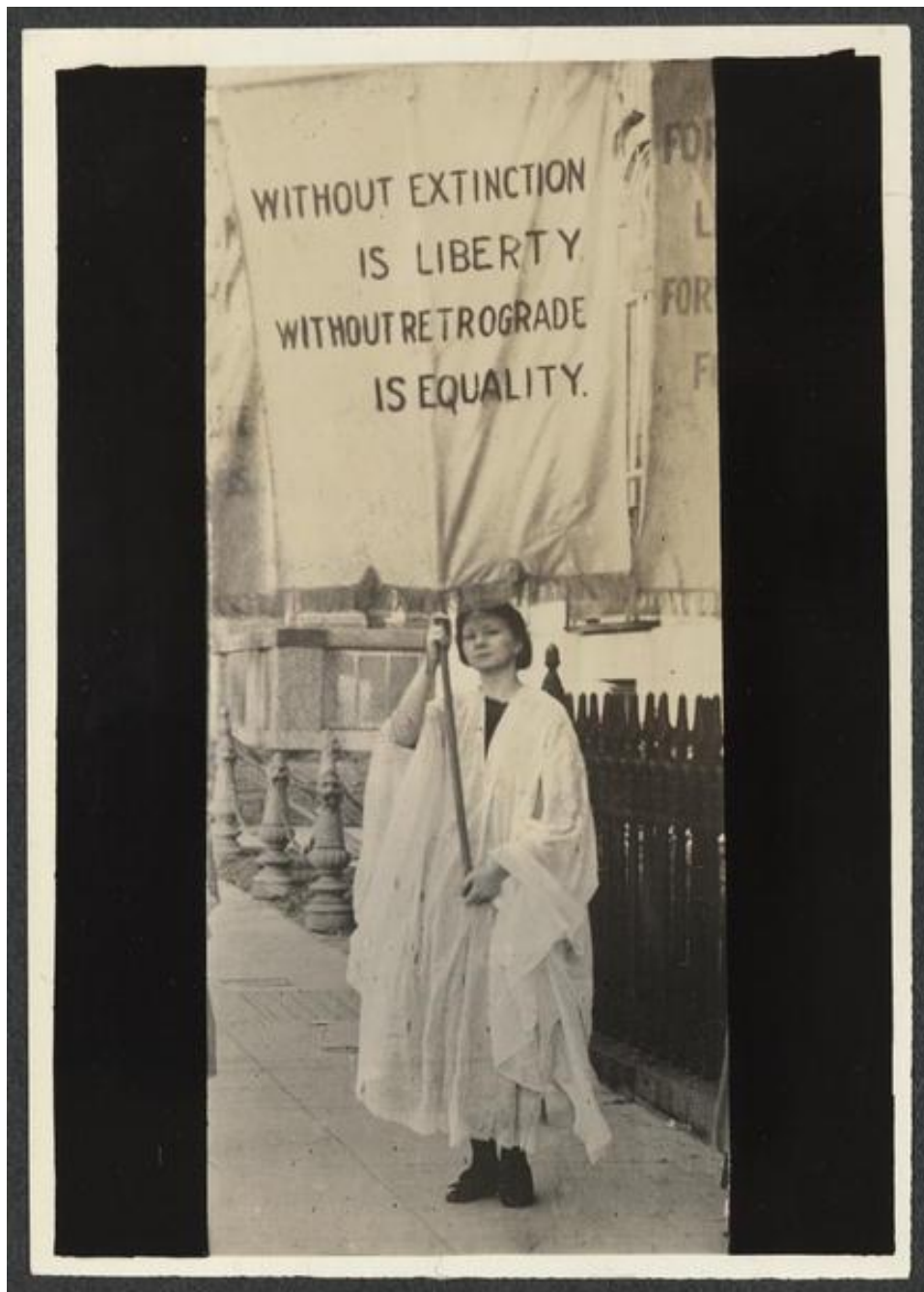
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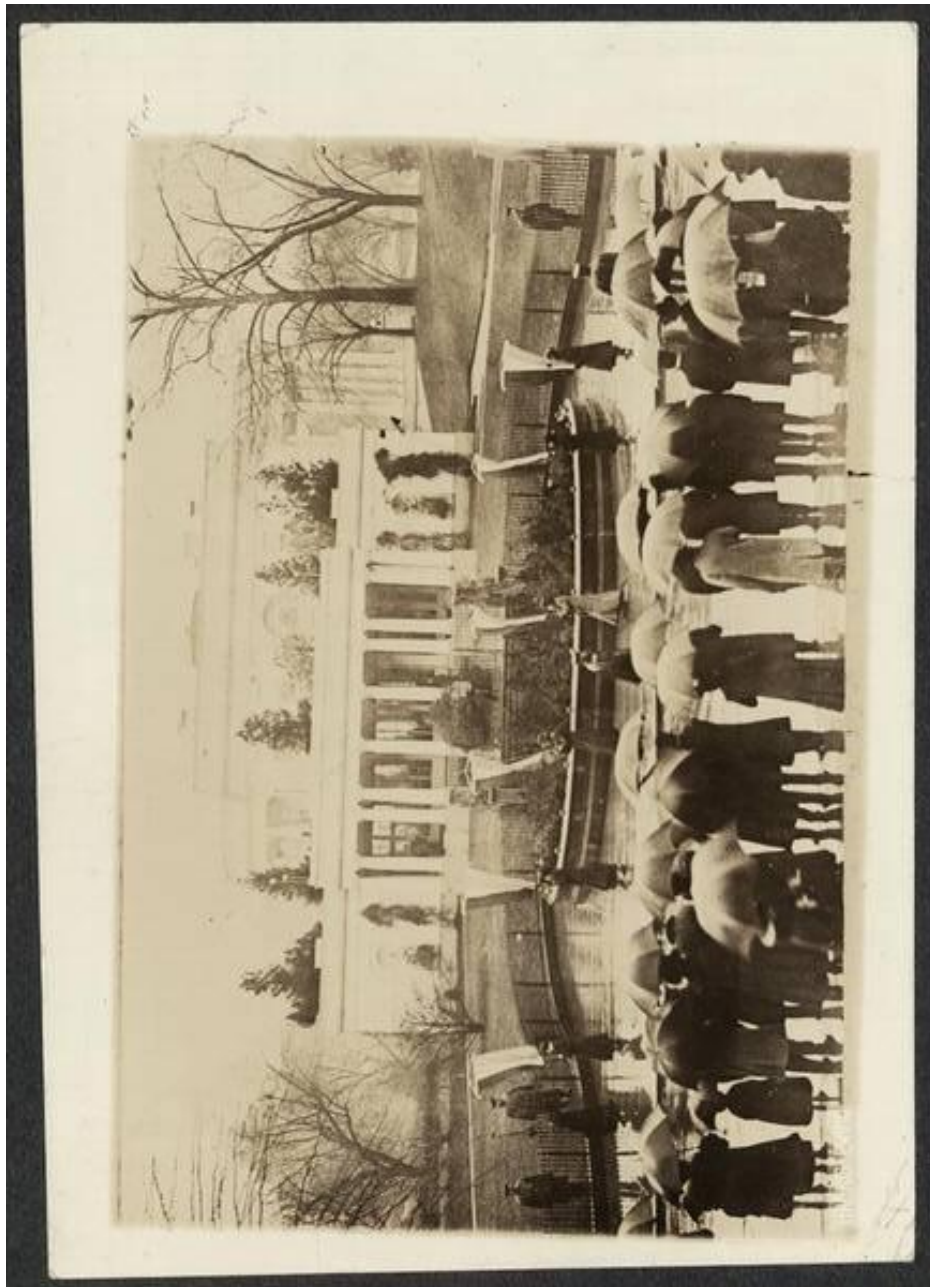
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I. Pageants, Parades and Picketing

1. Florence Fleming Noyes, as “Liberty,” at a suffrage pageant in front of the Treasury Building, Washington, D.C. (March 1913); (Having historical roots, pageants were used by suffragettes as means for garnering public attention and press, as well as demonstrating their desire for the Fourteenth Amendment rights of due process and equal protection under the law. The depicted pageant in Washington, D.C. included over one-hundred female characters dressed as figures such as Joan of Arc and Queen Elizabeth, as well as ideals such as peace and liberty) – Library of Congress.
2. Inez Milholland Boissevain, wearing white gown, seated on a white horse, preparing to lead the suffrage parade in Washington, D.C. (March 3, 1913); (National Woman’s Party (N.W.P.) suffragettes often wore white, in the temperance tradition, and were seen adorned in purple, white and gold sashes representing the Congressional Union for Woman Suffrage (C.U.) – Library of Congress.
3. Joy Young, at the time of Inez Milholland Boissevain’s memorial service at the U.S. Capitol, Washington, D.C. (December 16, 1916); (Inez collapsed in Los Angeles during a speech against President Woodrow Wilson and the Democratic Party for their failure to support women’s suffrage. She died on November 25, 1916 of pernicious anemia at the age of thirty. She was regarded as the first martyr of the women’s suffrage campaign) – Library of Congress.
4. Suffragettes picketing with banners on the sidewalk in front of White House gates (Copyright – *The Suffragist*, January 26, 1917); (The official picket line of the White House, referred to as “College Day” in the picket line, began in February 1917) – Library of Congress.
5. Crowd watching N.W.P. members picketing in the rain in front of the White House (March 10, 1917); (Regardless of weather or attacks by mob violence, N.W.P. suffragettes picketed the White House carrying banners often quoting President Woodrow Wilson) – Library of Congress.

II. State Campaigning and Delegations

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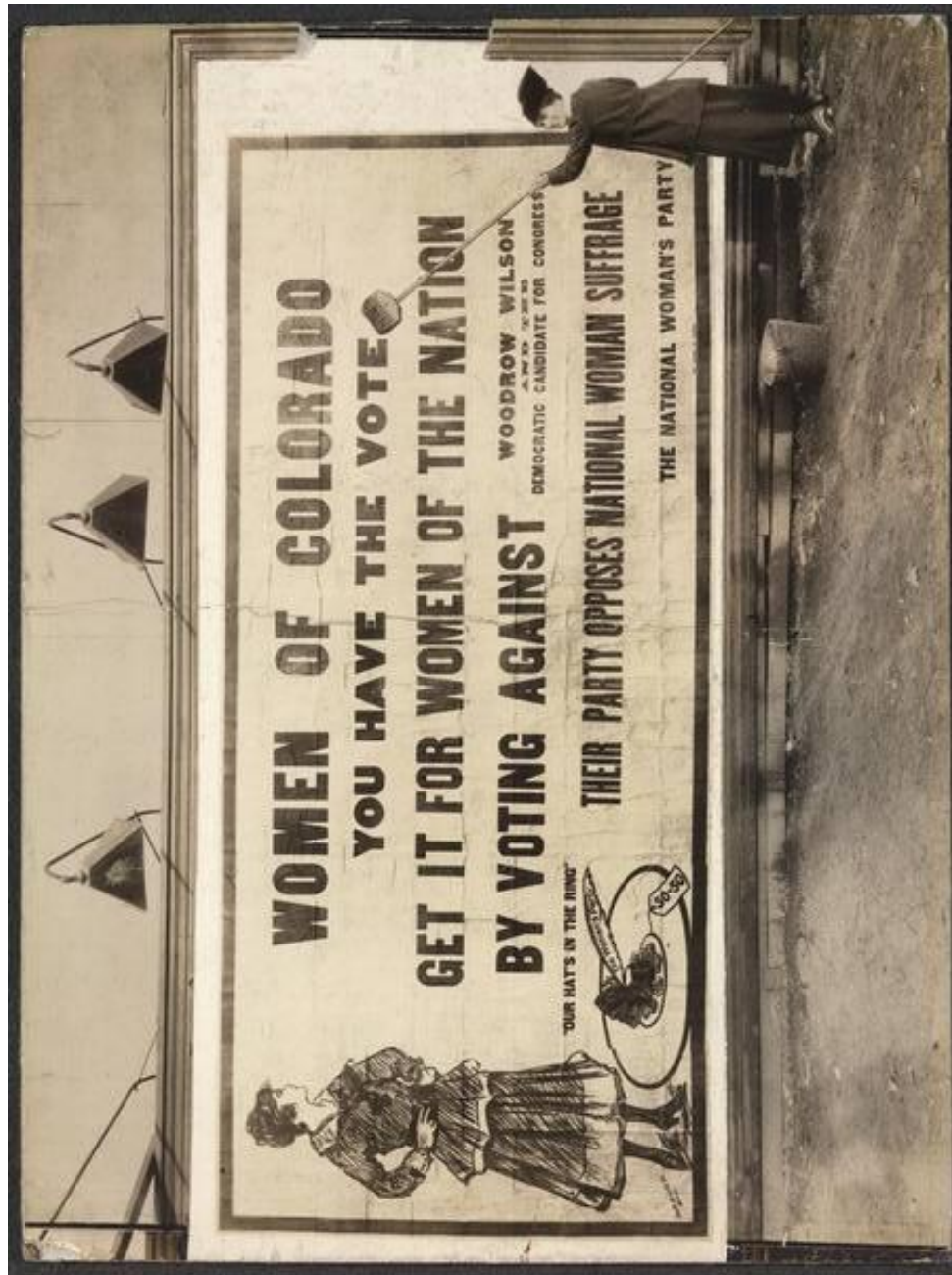


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RECEPTION TO U.S. SENATE PETITIONERS. HYATTSVILLE, MD., JULY 31, 1913. -H/15.

5.



II. State Campaigning and Delegations

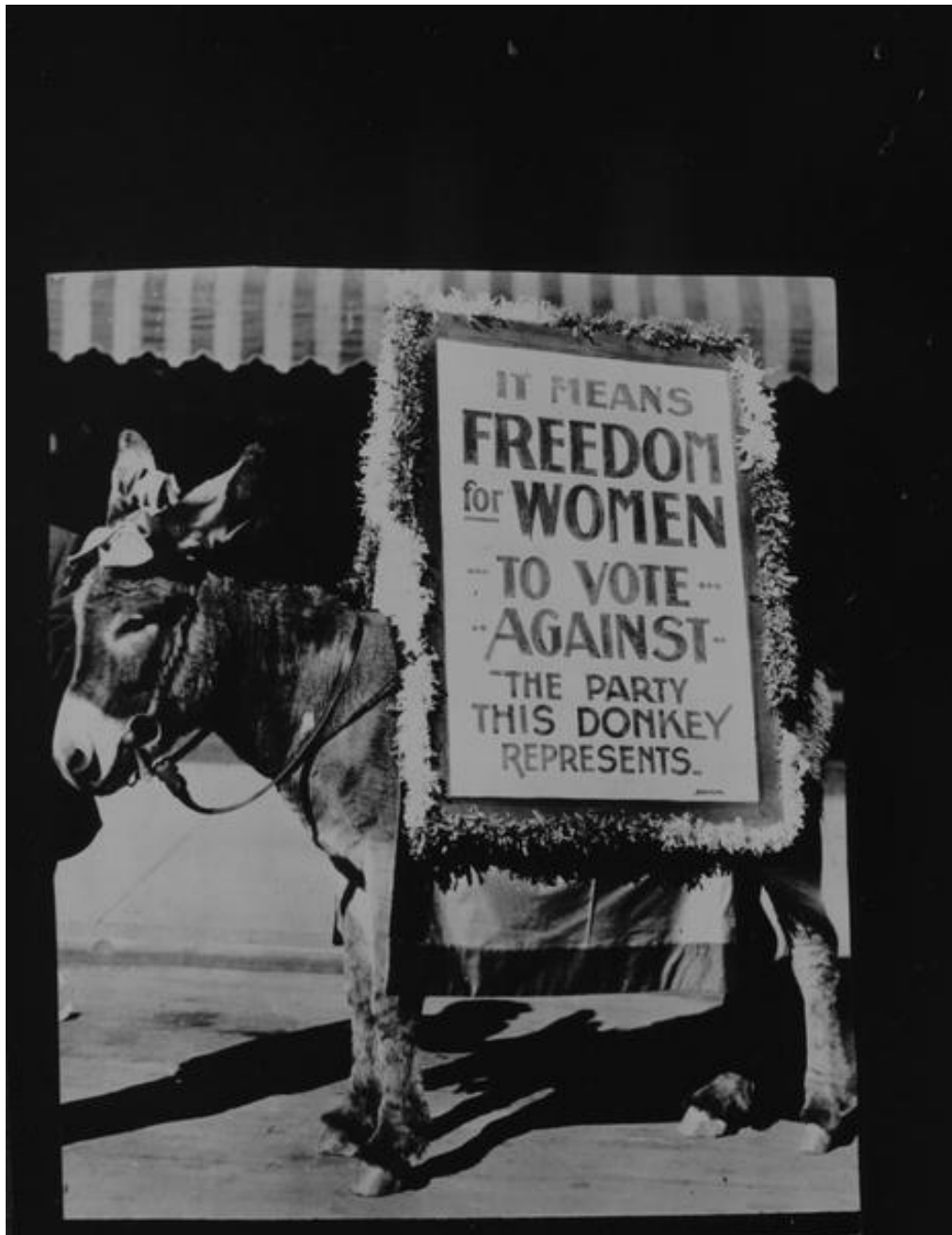
- 1. Suffragist march (Probably N.Y.C., 1913); (The first official suffragist marches took place in 1908, with some of the most sizable marches occurring in N.Y.C.) – Library of Congress.**
- 2. Women beginning to assemble for the first national suffrage parade in Washington, D.C.; Oregon and Wisconsin pictured (Copyright – Harris & Ewing, March 3, 1913) – Library of Congress.**
- 3. U.S. Senator petitioner motorcade, Hyattsville, MD (Photographer – W.R. Ross, July 31, 1913); (While lobbying for women’s rights was not a new tactic, initially the Congressional Union for Woman Suffrage (C.U.) petitioned senators on female suffrage, later turning much of its attention to President Woodrow Wilson) – Library of Congress.**
- 4. Map of C.U. envoy routes sent to appeal to voting women of the west (April-May 1916); (Known as the “Suffrage Special,” the C.U. embarked on a five month tour of the west to encourage suffrage among female voters. The strength of this tour was later seen in the number of western delegations that journeyed to Washington, D.C. to picket and petition the White House) – Library of Congress.**
- 5. Putting up a billboard in Denver, CO as part of the National Woman’s Party (N.W.P.) national billboard campaign (1916) – Library of Congress.**

III. President Woodrow Wilson and WWI Issues

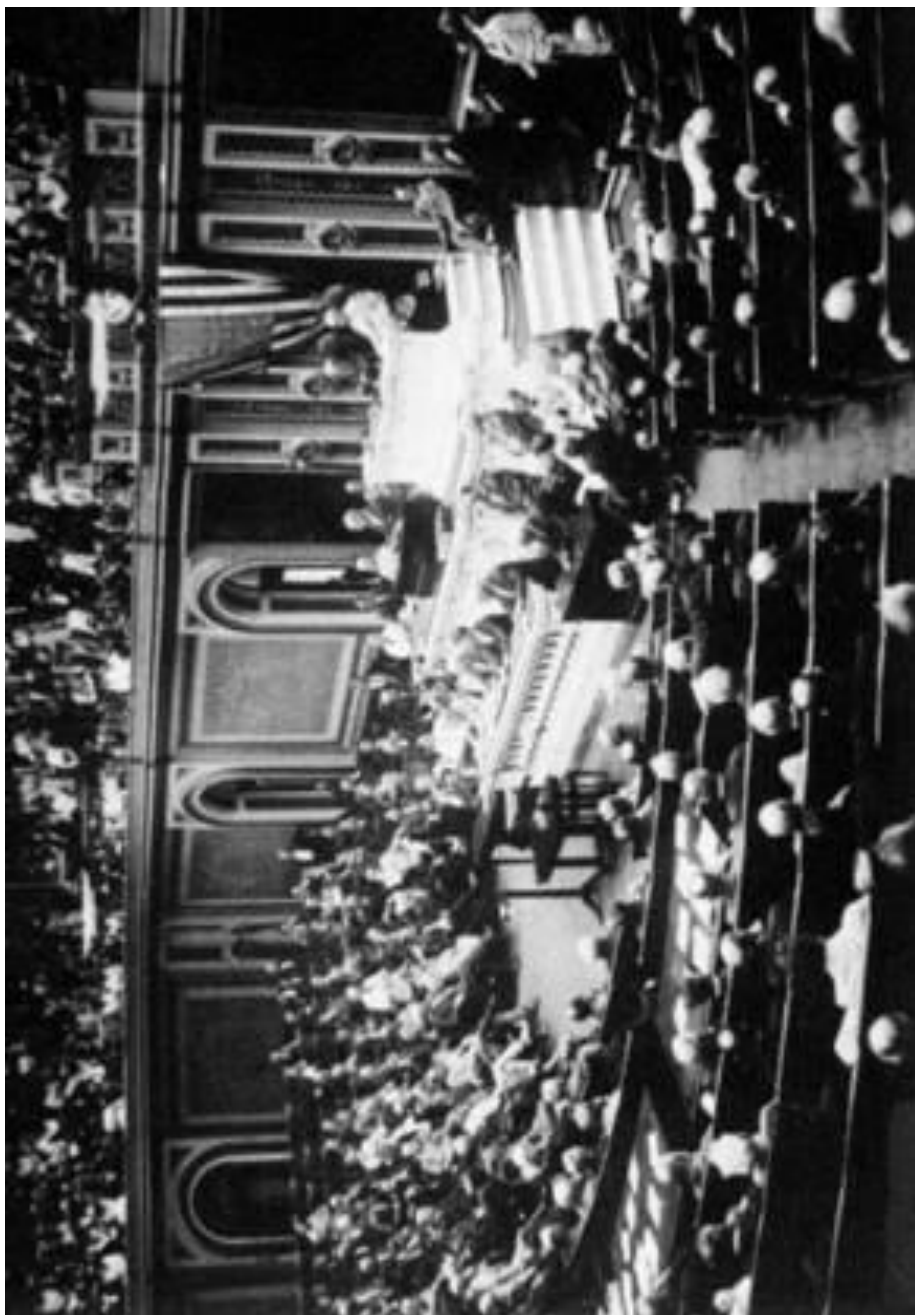
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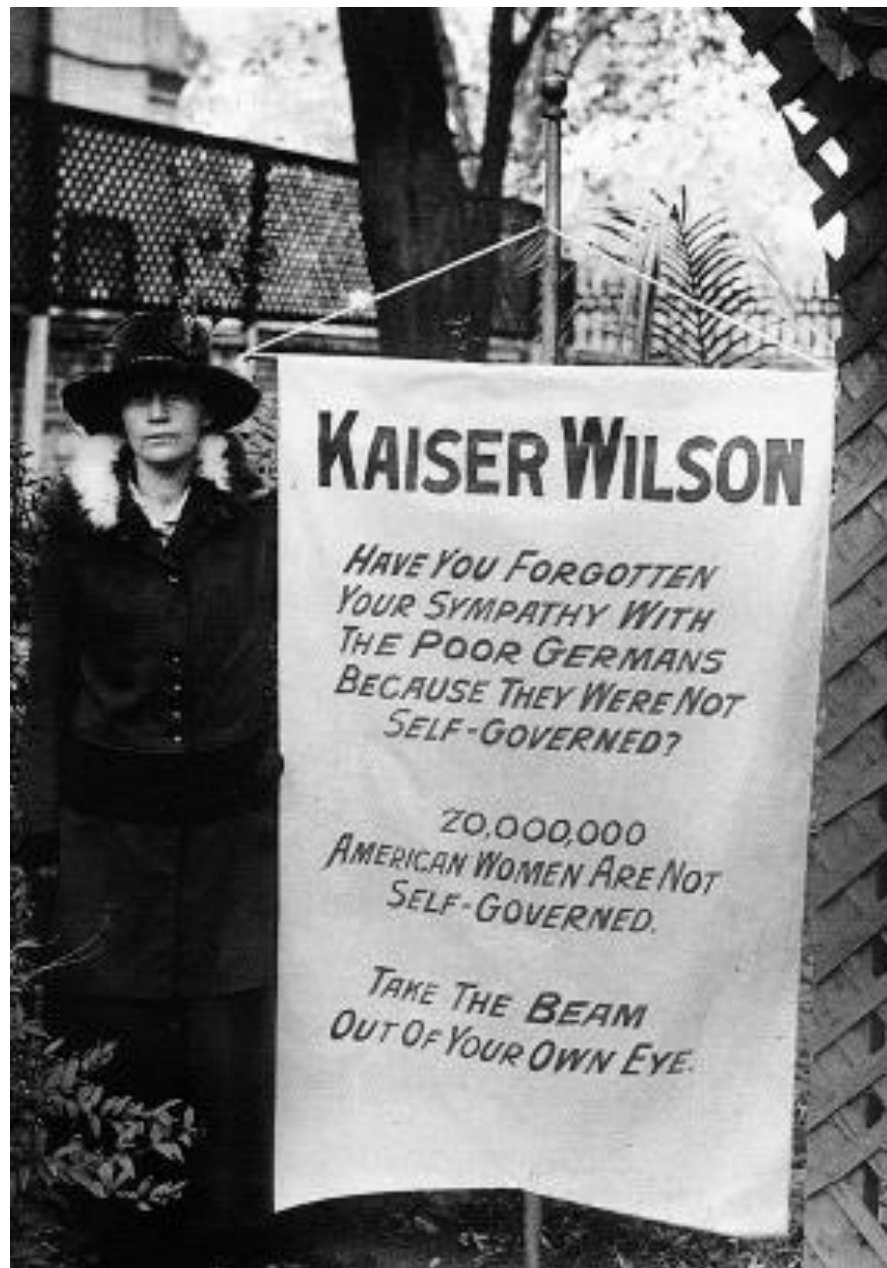
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III. President Woodrow Wilson and WWI Issues

- 1. Suffragists protesting against President Woodrow Wilson in Chicago, IL (October 20, 1916) – Library of Congress.**
- 2. Campaigning against the Democratic Party in Colorado (October-November 1916); (From the 1916 presidential campaign forward, National Woman's Party (N.W.P.) members protested the Democratic Party, and later the Republican Party, for their failure to support female suffrage) – Library of Congress.**
- 3. President Woodrow Wilson announcing to Congress the break in official relations with Germany (February 3, 1917) – National Archives and Records Administration.**
- 4. Suffragettes registering to work as WWI volunteers – National Archives and Records Administration; (While the N.W.P. did not officially endorse the war, it also did not prohibit members from aiding the war effort through other organizations) – Library of Congress.**
- 5. Virginia Arnold picketing the White House during WWI, accusing President Woodrow Wilson of forgetting to grant democracy at home while fighting for it abroad (Copyright – Harris & Ewing, August 1917); (After the United States entered WWI in April 1917, N.W.P. members picketed the White House peacefully for two months before either experiencing significant resistance, largely from U.S. sailors, or being arrested in large numbers. Beginning in 1918, suffragettes were arrested for burning Wilson's speeches and image in the "watch fires of freedom" campaign that continued through 1919) – Library of Congress.**

IV. Imprisonment

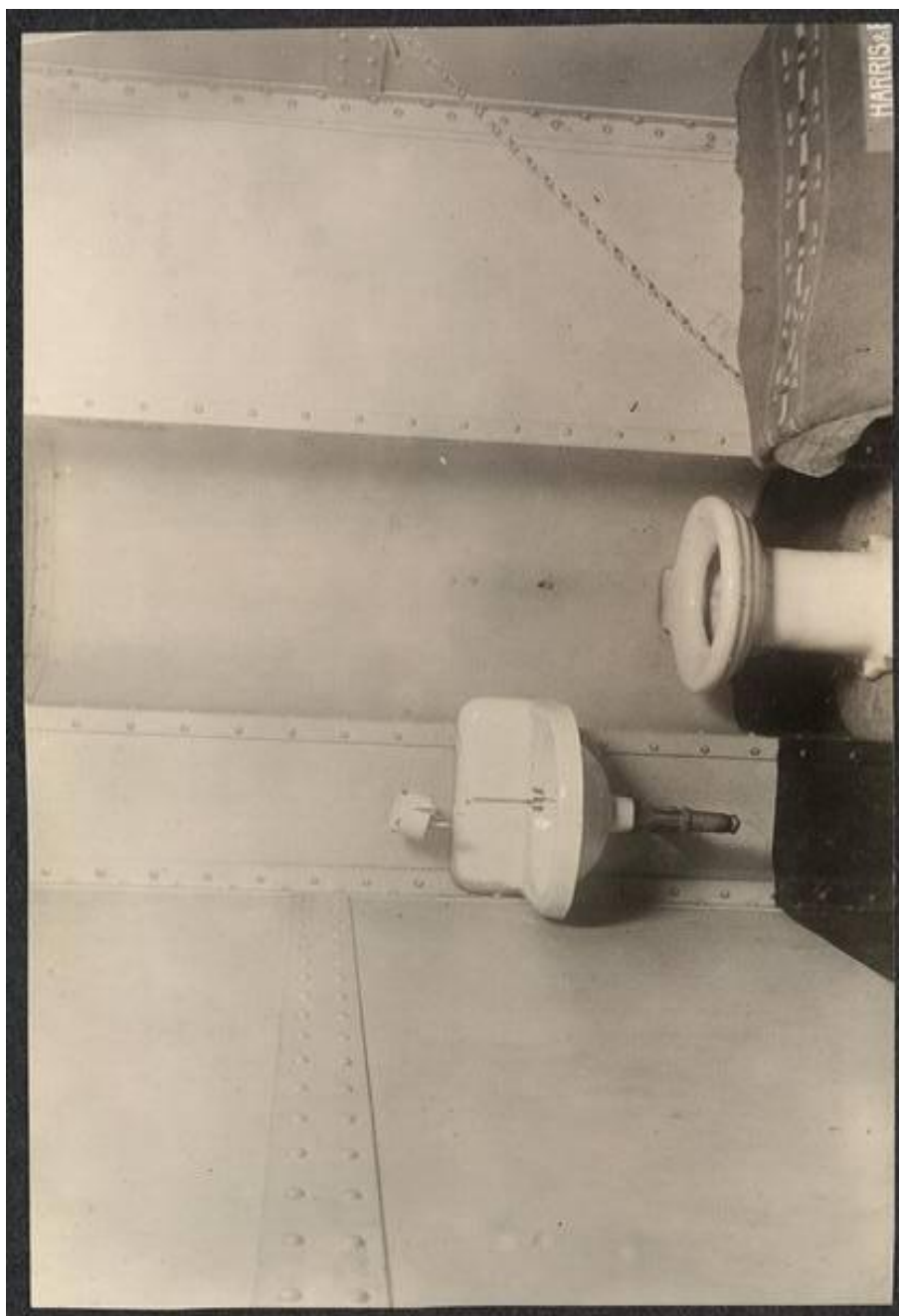
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3a.



3b.



3c.



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IV. Imprisonment

1. Policewoman arresting Florence Youmans of Minnesota (L) and Annie Arniel of Delaware (R) for refusing to give up their banners (1917); (Arrested for the criminal charge of obstructing traffic, National Woman's Party (N.W.P.) members opted to go to prison in defense of First Amendment civil liberties, rather than pay a fine. Following the lead of Alice Paul and Lucy Burns, arrested suffragettes insisted on political prisoner status) – Library of Congress.
2. Kate Heffelfinger upon release from Occoquan Workhouse (1917); (Most suffragettes arrested were either sent to Virginia's Occoquan Workhouse or the District of Columbia Jail. Following the lead of Lucy Burns, and later Alice Paul, suffragettes engaged in non-violent resistance in prison. They silently refused to do assigned labor, protested sanitation and went on hunger strikes until their political prisoner status be recognized. These actions provoked violent reactions from the prison wardens including beatings, isolation (or threat of) and forced feedings) – Library of Congress.
- 3a. Cell in District of Columbia prison where N.W.P. suffragettes were confined (Copyright – Harris & Ewing, 1917) – Library of Congress.
- 3b. Psychiatric ward at abandoned District of Columbia prison, showing on 3rd floor, Alice Paul's windowed boarded up (Copyright – Harris & Ewing, 1917); (Kept off the picket line during the summer of 1917, Alice Paul was later sentenced to seven months in the Occoquan Workhouse. Here she went on hunger strike, later being force fed and transferred to the psych ward of District prison for an "evaluation" in an attempt to discredit her name) – Library of Congress.
- 3c. Abandoned District of Columbia prison where suffragettes were confined during their long hunger strike of August 1918 (1918) – Library of Congress.
4. Police arresting N.W.P. members outside the Senate Office Building (Copyright – Harris & Ewing, 1918) – Library of Congress.
5. Lucy Branham, wearing prison dress, speaking at an outdoor meeting on the N.W.P. "Prison Special" national tour for ratification of the Nineteenth Amendment (1919); (Prior to the tour, information about the treatment of imprisoned suffragettes had circulated around the prison, as well as had been leaked to the press. Public outcry over suffragette treatment led to the release of Lucy Burns, Alice Paul and others in November 1917. By the time the Nineteenth Amendment was ratified, over 168 suffragettes had been imprisoned) – Library of Congress.

V. Ratification of the Nineteenth Amendment

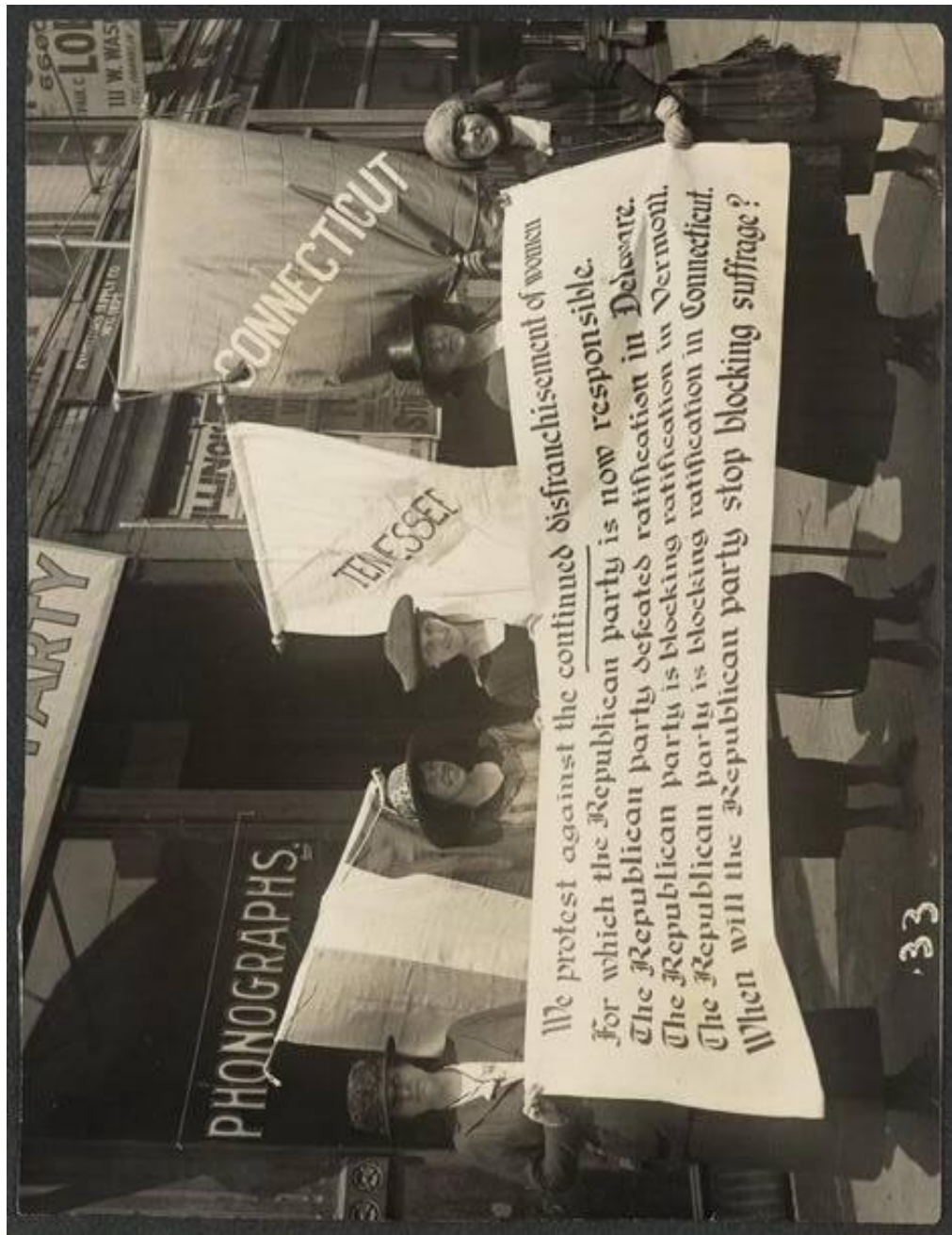
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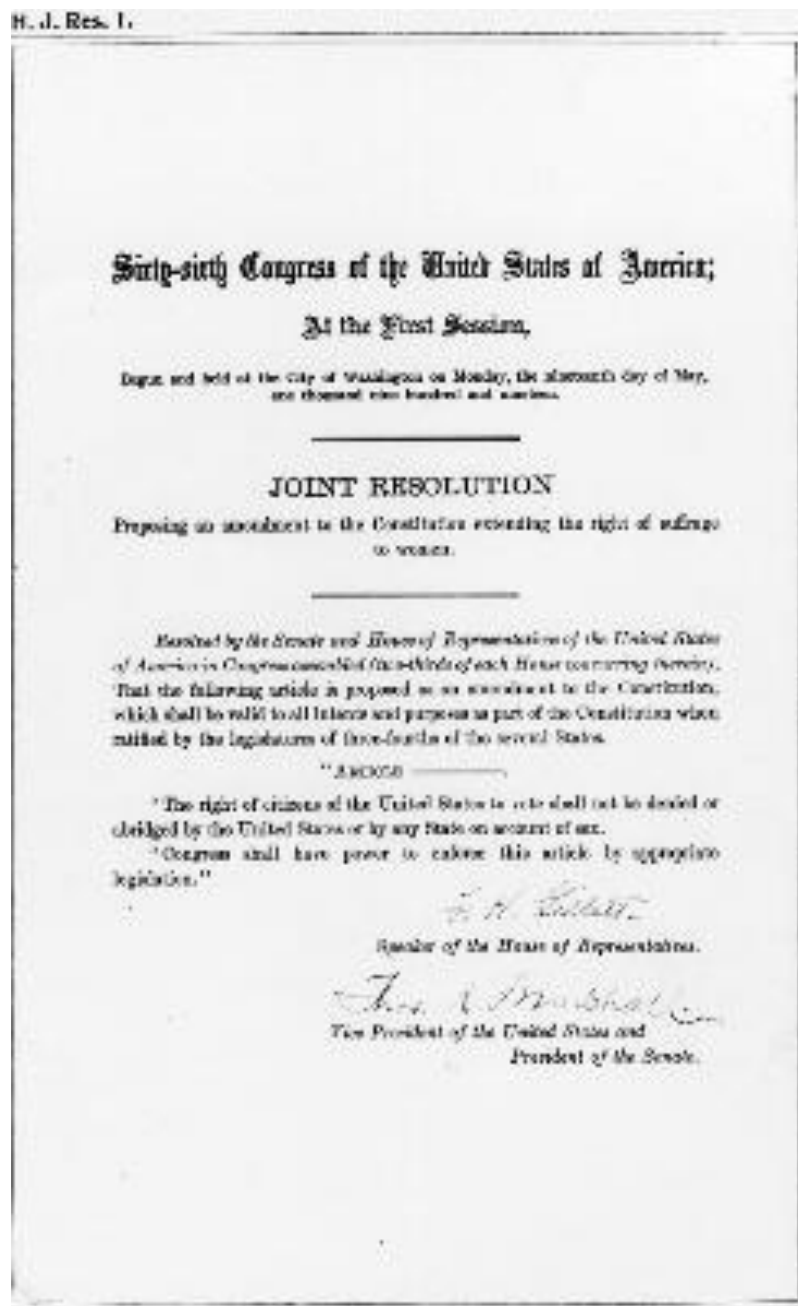
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V. Ratification of the Nineteenth Amendment

- 1. Men looking in the window of the National Anti-suffrage Association headquarters (Copyright – Harris & Ewing, 1911) – Library of Congress.**
- 2. Governor Emmett D. Boyle of Nevada, signing resolution for ratification of the Nineteenth Amendment to the U.S. Constitution (February 7, 1920) – Library of Congress.**
- 3a. At the 1920 Republican convention, National Woman's Party (N.W.P.) members accuse the party of blocking ratification of the Nineteenth Amendment in Delaware, Vermont and Connecticut (Copyright – International Film Service Co., June, 1920) – Library of Congress.**
- 3b. Alice Paul and a delegation consulting with Governor Cox about the suffrage situation in Tennessee (Copyright – W.D. Nice, July 16, 1920); (While lobbying for women's rights was not a new tactic, initially the Congressional Union for Woman Suffrage (C.U.) petitioned senators and President Woodrow Wilson on female suffrage, turning its last efforts to state ratification) – Library of Congress.**
- 4. Alice Paul unfurling the ratification flag after Tennessee became the 36th state to ratify the Nineteenth Amendment (Copyright – National Photo Co., August 18, 1920) – Library of Congress.**
- 5. Nineteenth Amendment to the United States Constitution (Ratified, August 1920) – Library of Congress.**

Name: _____ Period: _____ Date: _____

Analyzing Historical Photography through Document Based Questions

Directions: Use the following questions to analyze your photograph from the Library of Congress' "American Memory – Photographs from the Records of the National Woman's Party" Collection. Be prepared to discuss your answers with your group and then with the entire class.

1. What is person, place, event or situation is present in the photograph?

- 2a. What important details are present in the photograph?
 - b. Why are these details important?

3. What details help to determine when and where the photograph was taken?

4. Why was this photograph taken? (i.e. Was it a family portrait, news story or government photo?).

5. What tone or emotion is evoked by the photograph?

6. What historical impact do you think this photograph has had on American society?

C. Processing Activity and Closure (Sinkers):

1. Teacher will have students take out and look over the journal they wrote on either the “Raise Your Hand” or “Stepping Out” Activity.
2. Teacher will lead students in, The Politics of Protest during the 20th Century Suffrage Big Picture Questions and N.W.P. “Discussion Web” Activity.
3. Teacher will create a chart on the board with the title, 20th Century Suffrage Big and N.W.P. “Discussion Web,” having “yes” and “no” columns (**Note to Teacher:** Dependent upon class, teacher may opt to have student(s) facilitate).
4. Teacher will ask the following questions, asking students to either vote “yes” or “no,” keeping score and facilitating discussion through the “Discussion Web.”
 - A. Do political differences lead to conflict?
 - B. Does conflict causes change?
 - C. Should individuals in a democracy be able to make decisions affecting how communities develop and change?
 - D. Is the strength of a democracy dependent upon public deliberation?
 - E. Is the strength of a democracy dependent upon having a voice in governmental decision-making processes?
 - F. Are laws in democracies intended to establish order, provide security and manage communal conflict?
 - G. Do historical events influence the future?
 - H. Do significant and/or ordinary individuals influence the future?
 - I. Are all individuals entitled to First Amendment protections?
 - J. Are all individuals entitled to Fourteenth Amendment protections?
 - K. Should individuals be able to protest their government and president during wartime?
 - L. Should all individuals have the right to vote?
 - M. Are American women equal to American men?
 - N. Was the passage of the Nineteenth Amendment historically significant in the United States?
 - O. Is it crucial today, that all citizens in a democracy vote?
5. Teacher should conclude by facilitating any final questions or comments from students.

~ What will you do when students learn differently? What will you do when students do or do not learn what they need?

I. Differentiation

Gifted and Talented Learners:

1. Female Suffrage in the 20th Century: Political Cartoon Extension Activity – Hand-out (See below).

Name: _____ Period: _____ Date: _____

The Politics of Protest during the 20th Century Suffrage Movement
Political Cartoon Extension Activity

Directions: Utilizing the text, notes, readings and the included political cartoon as a guide, create an **original** political cartoon representing an event, situation or other specific subject matter relevant to female suffrage in the 20th century. Good political cartoons impact their audience. They convey messages that are succinct, vivid and readily apparent to the viewer. They should represent a recognizable historical event or political message, often including a caption and/or quote in addition to the illustration.

A few techniques to get you started:

1. **Caricature** – Changing or distorting a person’s features in a way that makes the person recognizable.
2. **Exaggeration** – Over-emphasizing an event or situation.
3. **Stereotyping** – Showing all individuals in one group (political, ethnic, etc.) as looking and/or acting the same.
4. **Symbols** – Using a sign and/or object to stand for something.
5. **Satire** – Using wit and/or ridicule to make fun of something that seems wrong.
6. **Labeling** – Written words used to identify figures and/or ideas.

Grading Rubric

1. Clear Representation of Content – 40 pts.
2. Historical Accuracy – 30 pts.
3. Originality – 25 pts.
4. Artwork – 5 pts.



Election Day!
 (Copyright - E.W. Gustin, 1909) – Library of Congress

Name: _____ Period: _____ Date: _____

The Politics of Protest during the 20th Century Suffrage Movement
Building Vocabulary – Pretest

Directions (Multiple Choice): Select and write the best answer on provided line.

1. Elizabeth Cady Stanton and this woman first organized at Seneca Falls in 1848, officially beginning the Women’s Suffrage Movement.
 a. Susan B. Anthony b. Lucretia Mott c. Lucy Stone d. Alice Paul
2. The act of carefully consideration or discussion about an issue is known as
 a. deliberation. b. consent. c. arbitration. d. None of the above.
3. Regarding the amendment process, this is when states give formal approval to and therefore make an amendment valid.
 a. deliberation b. okay c. ratification d. null and void
4. This amendment to the U.S. Constitution states, “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peacefully to assemble, and to petition the Government for a redress of grievances.”
 a. 1st b. 2nd c. 4th d. 5th
5. This amendment to the U.S. Constitution states, “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the State wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property without the due process of law; nor to deny any person within its jurisdiction the equal protection of the law.”
 a. 1st b. 5th c. 13th d. 14th
6. This refers to the movement that took place between 1890 and 1920, or to an individual who advocated liberal thinking, government involvement in the economy and was concerned about societal inequality.
 a. Progressive b. Abolitionist c. Socialist d. Isolationist
7. Suffrage is the right to
 a. protest. b. vote. c. free speech. d. an attorney.
8. A suffragist refers to anyone who advocates for suffrage, while a suffragette refers only to
 a. teenagers. b. children. c. women. d. men.

9. A formal document containing a request is known as a

- a. papyrus. b. bill. c. petition. d. None of the above.**

10. This refers to a group of individuals authorized to act on the behalf of all other organization members.

- a. delegation b. team c. advisory council d. union**

11. An envoy refers to a

- a. fleet of cargo ships.
b. person seeking asylum in a democratic country.
c. type of international telegram.
d. diplomatic messenger and/or group, typically representing a political issue.**

12. Protected by the First Amendment, this refers to the political protest tactic of carrying signs while either standing in a line or walking in a circle.

- a. leafleting b. picketing c. sit-in d. freedom ride**

13. This refers to the act of political protest in which an individual, either in prison or for other purposes, refuses to eat.

- a. hunger strike b. sit-in c. strike d. None of the above**

14. Created in 1916, the goal of this party was to remain independent of political parties, and to campaign on one plank, the immediate passage of the Susan B. Anthony federal suffrage amendment.

- a. National Woman's Suffrage Association
b. American Woman's Suffrage Association
c. National American Woman's Suffrage Association
d. National Woman's Party**

15. Along with Lucy Burns, she formed the National Woman's Party and used protests, often being jailed, to encourage President Woodrow Wilson to take action on suffrage.

- a. Lucretia Mott b. Carrie Chapman Catt c. Lucy Stone d. Alice Paul**

16. Occurring between 1914 and 1919, this war was fought in Europe between the Allies and Central Powers.

- a. WWI b. WWII c. Korean War d. Cold War**

17. A president who is in office during a war is known as a

- a. dictator. b. wartime president. c. general. d. delegate.**

18. The title of German ruler between 1871 and 1918 was referred to as the

- a. dictator. b. wartime president. c. Kaiser. d. Czar.**

19. After over seventy-five years of struggle, this amendment to the U.S. Constitution states, "The right of the citizens of the United States to vote shall not be denied or abridged by the United States or any State on account of sex."

- a. 1st b. 13th c. 14th d. 19th**

20. Progressivism, and/or related movements, largely came to an end during the early 1920's because of America's

- a. focus on technology. b. involvement in WWI.**
c. achievement of reforms. d. All of the above.

The Politics of Protest during the 20th Century Suffrage Movement
Building Vocabulary – Pretest Answer Key

1. **B**
2. **A**
3. **C**
4. **A**
5. **D**
6. **A**
7. **B**
8. **C**
9. **C**
10. **A**
11. **D**
12. **B**
13. **A**
14. **D**
15. **D**
16. **A**
17. **B**
18. **C**
19. **D**
20. **B**

Name: _____ Period: _____ Date: _____

The Politics of Protest during the 20th Century Suffrage Movement
Making Connections – Posttest

Directions (Essay): Complete on a separate sheet of paper (100 pts.).

Based on the information you have learned about the twentieth century Women's Suffrage Movement and the role of the National Woman's Party, write one paragraph answering each of the following (**For full credit, completely explain your answer by citing historical evidence**) :

1. Comparing the nineteenth century Women's Suffrage Movement with the twentieth century movement, how has your understanding and/or assumptions changed? – **Explain**.
2. Describe the different tactics used by Alice Paul, Lucy Burns and the National Woman's Party, and **explain** whether or not they were effective.
3. Was President Woodrow Wilson's decision to arrest and imprison the suffragettes during WWI a violation of the First Amendment? **Explain** why or why not.
4. Despite achieving female suffrage through the passage of the Nineteenth Amendment to the Constitution in 1920, and without having studied the protest movements of the 1960's, did achieving female suffrage serve as a stepping stone to other citizen rights? **Explain** why or why not.

The Politics of Protest during the 20th Century Suffrage Movement
Making Connections – Posttest Answer Key

1. Open to student opinion, but answers should be backed up with historical evidence (i.e. different political protest tactics, approach, personal commitment and/or media coverage of the twentieth century Women's Suffrage Movement, versus that of the nineteenth).
2. Student answers should demonstrate a general understanding of what it means to engage in political deliberation and protest, as well as be able to describe some of the following tactics: envoy delegations, pageants, parades, picketing and/or hunger strikes; open to student opinion, but answers should be backed up with historical evidence (i.e. suffragettes were routinely imprisoned and treated inhumanely, received media coverage, accomplished state by state campaigning, and/or ultimately achieved the passage of the Nineteenth Amendment).
3. Student answers should demonstrate a general understanding of the First Amendment, what is meant by consent of the governed and oppression of civil rights; open to student opinion, but answers should be backed up with historical evidence (i.e. suffragettes were routinely imprisoned and treated inhumanely for exercising their First Amendment right to picket the White House with signs quoting President Woodrow Wilson); students arguing that President Woodrow Wilson was justified in his decision to arrest the suffragettes, may opt to discuss issues of national security during wartime (i.e. the restriction of freedoms and movement away from Progressivism through bills such as the Espionage (1917) and Sedition (1918) Acts); however, it should be noted here, that imprisoned N.W.P. members were later pardoned.
4. This is a higher order thinking question posed to prompt students to make an educational guess on information they have not learned in class; it is open to student opinion, and will largely be based on what they previously have learned in class or what they already know regarding female rights and equality.

References

1. <http://memory.loc.gov/ammem/collections/suffrage/nwp/> – “American Memory: Photographs from the Records of the National Woman's Party,” including links to a brief N.W.P. timeline (1912-1997), N.W.P. leader profiles, N.W.P. overview, N.W.P. suffrage campaign tactics and suffrage prisoners, The Library of Congress.
2. <http://www.nara.gov/cgibin/starfinder/0?path=images.txt&id=demo&pass=OK=OK> – National Archives and Records Administration (NAI Search).

Additional References

I. Books

1. Ford, Linda G. *Ironed Jawed Angels: The Suffrage Militancy of the National Women's Party, 1912-1920*. (Lanham, MD: University Press of America, 1990).
2. Haggerty, Donald L. *National Woman's Party Papers: The Suffrage Years, 1913-1920*. (Sanford, NC: Microfilming Corporation of America, 1979).
3. Irwin, Inez Haynes. *The Story of Alice Paul and the National Woman's Party*. (Fairfax, VA: Dellinger Publishers, 1920, reprint 1977).
4. Paul, Alice. *Conversations with Alice Paul: Woman Suffrage and the Equal Rights Amendment*. An interview conducted by Amelia R. Fry. (University of California, Berkeley: 1976)
5. Stevens, Doris. *Jailed for Freedom*. (New York: Boni and Liveright, 1920); reprint, New York: Schocken Books, 1976).

II. Film

1. “Iron Jawed Angels.” Katja Von Garner (Director), (Home Box Office Films, 2004).

III. Websites

1. <http://memory.loc.gov/ammem/awhhtml/> – Contains the searchable version with added illustrations and links to digitized material located throughout the Library of Congress Website of the print publication, “American Women: A Library of Congress Guide for the Study of Women's History and Culture in the United States” (Washington, D.C.: Library of Congress, 2001).
2. <http://www.sewallbelmont.org/> – The Sewall-Belmont House and Museum, former headquarters of the N.W.P. and home of its founder and Equal Right Amendment author Alice Paul, is dedicated to the evolving role and contributions of women, and the often untold story of women's pursuit of equality. The Museum is located at Sewall-Belmont House and Museum 144 Constitution Avenue, NE, Washington, DC 20002-5608 Phone: (202) 546-1210.

